Narrative SSS – Elicitation Protocol

Database	Context (Subgroup)	Age Range	Grade in School	# Samples	Location	Special Coding
Narrative SSS	**Nar (SSS)**	**5;2 – 13;3**	**K, 1, 2, 3, 5, 7**	**330**	**WI**	**SI**

The Narrative SSS (student selects story) elicitation protocol provides an opportunity for the target speaker to produce a narrative sample based on a story of their choosing. Following the script below, the speaker is asked to select a story and then tell the examiner about it.

Elicitation Method

The sample may be elicited with the speaker seated near you or via a virtual session. Both methods should result in similar outcomes (Kim, 2016; Manning et al., 2020). All samples should be recorded for later transcription.

- In-person session: Seat the speaker near you, either across the table or next to you. Record the sample using a phone, tablet, or digital recorder.

- Virtual session: Record the sample using a phone, tablet, digital recorder, or the recorder built into the software you are using to host the virtual meeting, e.g., Zoom.

Narrative SSS Elicitation Script

Use one of the following narrative tasks. Suggested questions and prompts are listed below.

1. Tell about a movie they saw.
   "*Do you go to the movies*?", "*Do you watch movies at home*?", "*Do you own any movies*?", "*What's your favorite movie*?", "*What's the last movie you saw*?"

2. Tell about a book they read.
   "*Have you read any good books lately*?", "*What's your favorite book*?",
   "*Have you read* (insert current books likely to be of interest)?"

3. Retell an episode from a TV program.
   "*What TV programs do you like to watch*?", "*Tell me about that one. I haven't seen it.*", "*What happened on the last one you watched*?",
   "*Do you ever watch* [insert current programs likely to be of interest]?"

4. With young children: Retell a familiar story such as *Goldilocks and the Three Bears*, *Little Red Riding Hood*, or *The Three Little Pigs*. Picture prompts should only be used after every attempt is made to elicit spontaneous speech. This is not a labeling activity.
   "*Do you know any stories*?", "*What is one of your favorite stories*?",
   "*Oh, I don't know that one very well. Will you tell it*?",
   "*Do you know Little Red Riding Hood*, etc.? *Oh, tell me that story.*"

Examiner's Role

The role of the examiner is to let the target speaker do most, if not all, of the talking.
- Be an attentive listener.
- If the speaker is unable to begin, use the prompt *"One day…."*, or *"Once upon a time…."*.
- If the speaker stops before their story is finished, prompt, *"Tell me more," "Keep going," "You are doing a great job," "And then…"* .
- Use nonverbal cues such as head nodding and smiling to promote continued talking.
- Avoid asking the "wh" questions, who?, what?, when?, where? as these often lead to obvious and limited responses/answers.
- Using overly-specific questions or providing too much information compromises the process of capturing the speaker's true language and ability level. Open-ended prompts *do not* provide answers or vocabulary. They *do* encourage the speaker to try or they let them know it is ok to move on if needed.
- Keep it a narrative. Avoid comments that may result in a conversation, e.g., "Was it a good movie? How long ago did you see it?"

References

Kim, Y. S. G. (2016). Do Live Versus Audio-Recorded Narrative Stimuli Influence Young Children's Narrative Comprehension and Retell Quality?, Language, Speech, and Hearing Services in Schools, 47(1), 77-86.

Manning, B., Harpole, A., Harriott, E., Postolowicz, K., & Norton, E. (2020). Taking Language Samples Home: Feasibility, Reliability, and Validity of Child Language Samples Conducted Remotely with Video Chat Versus In-Person.